



HOW TEACHERS THINK ABOUT RELATIONAL CONTEXT AND ABOUT LEADERSHIP – THE VOICE OF TEACHERS

Jaqueline Cruz¹, Margarida Gaspar de Matos¹, José Alves Diniz¹

¹Faculty of Human Kinetics - University of Lisbon & Estrada da Costa 1499-002 – Cruz Quebrada, Dafundo – Portugal.

ABSTRACT

The professional context of teachers has evolved, focusing more on its relational abilities and leadership, because they allow a closeness with the students aiming the success. This article consists on data obtained through the thematic analysis of two focus groups and an open question. The software used in the treatment was the Nvivo 10.

In the focus groups participated 12 teachers of various disciplines, teaching in middle/high schools in the Lisbon region (Portugal). They had a mean age of 49.3 and a standard deviation of 8.0. In the open question 132 teachers answered, with a mean age of 47.1 and a standard deviation of 8.0.

The main conclusions have to do with the mutual influence between the aspects of the relationship and leadership in the school context, allowing the creation of an explanatory model. The leadership style influences the teacher/student relationship in the classroom, particularly in the pedagogical relationship.

KEY WORDS: image; leadership; relationship; teachers; thematic analysis.

Introduction

The teacher performance imposes a logic that is linked to the concepts of character and decision-making that is influential in teaching, which leads to the place of virtue, of practical wisdom and the character as a form of a satisfactory understanding of an education with quality. Furthermore, the recent reflection on the professional knowledge of teachers has been marked by the abandonment of the importance given to skills, focusing now on specialization of teachers involving the complexity and sensitivity in the framework of the deliberations and decisions. (Cooke & Carr, 2014).

Teamwork is essential because it allows to establish confidence and the concept of belonging, promoting the quality of teaching in the long term (Heystek & Terhoven, 2014). Students need teachers who worry, that are attentive, which invest in the profession and are competent, becoming important in their development (Bullough, 2015).

It is evident and is known the importance of teachers in the success of their students and also in their welfare (Stronge, Ward & Grant, 2011). Therefore, their feeling of efficacy is essential because it seems to be the most important motivational factor, such as experimentation and reflection that they are powerful predictors for the teaching practices (Thoonen et al, 2011).

The leadership is not directly connected to power nor with the organizational authority, but with the relationships and the credibility that is given to those relationships. Therefore, it is not a rational matter but an emotional one (Kouzes & Posner, 2009).

The leadership is based on emotions and the success of the leader has to do with the capacity to mobilize the other and how he does it. Characteristics of emotional intelligence related to the leader, such as the self-conscience and the relationship skills, promote the effectiveness of leadership (Goleman, Boyatzis & McKee, 2011).

The transformational leadership relates with the good performances of the teams and organizations. However, when we refer to individuals arise other variables considered as priorities, because aspects related with the self-leadership promote better professional and emotional answers ("Authors", 2014).

Studies with qualitative data allow a deeper knowledge of the subjects, because the participants give their voice to his ideas without the constraints that a questionnaire can cause. The rigor in the treatment of the data must be one of the main concerns of researchers, because it makes the credibility of the results obtained possible (Wyatt, 2014).

The starting point of content analysis is the message, whether verbally (oral or written), silent, figurative, documentary or directly caused. Their steps include the pre-analysis, data exploration and treatment of results with inference and interpretation of them (Otani & Barros, 2015).

The thematic analysis is a method of realize qualitative analysis, and in creation of the categories, according to standards of validity, we must observe certain aspects, such as homogeneity (well defined classes), exclusivity (one data can-

not classified more than one category), exhaustiveness (exhaust all text) and relevance (adapted to the content and aims) (Otani & Barros, 2015; Braun & Clark, 2006; Fereday & Muir-Cochrane, 2006).

Thematic analysis allows, through identification, analysis and description of patterns or themes and access to submit and organize data in a synthetic way, yet rich (Ferreira, Narciso & Novo, 2013). Therefore, its fundamental the transcription of data (where there should be a familiarization), the codification of data (gather relevant data, inclusive, understanding, consistent, distinct from one another and consistent for each code/theme) and the analysis of data (the interpretation makes sense, the extracts illustrate the objectives of the analysis and the analysis account a compelling and well organized story) (Braun & Clark, 2006; Fereday & Muir-Cochrane, 2006).

One of the benefits of thematic analysis is the flexibility and utility that is achieved through theoretical freedom (Braun & Clark, 2006). Thematic analysis comes from positivist matrix and adopts a constructivist methodological approach, which allows the investigator to interpret the nuances of the significance of the data (Otani & Barros, 2015; Braun & Clark, 2006; Ferreira, Narciso & Novo, 2013).

One of the authors who investigates issues related to education and teachers says that researchers have neglected qualitative studies in this area (Wyatt, 2014).

This article aims to show the path followed by researchers after the conclusion of two focus groups, using thematic analysis and all their assumptions. It combines this data with other, arising to a question of open response which was put to teachers during the application of a questionnaire.

Methodology

In this article we combined two data sources, one coming from the focus groups and another from the responses obtained for the qualities of a leader.

In the treatment of data relating to the focus groups we used the software Nvivo 10. We obtained the qualities of the leader from a question with open response, included in a wider questionnaire.

We conducted a thematic analysis from the data of the focus groups and we have deepened what teachers consider to be the qualities of a leader.

Instrument

In the focus groups we used a semi-structured script with four main themes and topics that would have been utilized if the participants strayed off the subject (table 1).

Table 1 – Semi structured screenplay for focal groups

Screenplay for focal groups	
THEMES	TOPICS
THEME 1 What is the influence of the "image of itself" in the aspects relating to the professional relationship (in general) and pedagogical (in particularly).	The body image that we have of ourselves influences the way we relate with others.
	The body image that we have of ourselves facilitates/difficult the type of relationship we have with our colleagues. And with the students.
THEME 2 The leadership styles of the teachers overlap to the scientific knowledge-pedagogical or shape to contexts.	The body image we have of ourselves makes us be leaders or not. Influences the type of leadership.
	You considerer leaders. Under which circumstances is that your capacity of leadership is manifested.
	How can you demonstrate the ability of leadership within the classroom (relatively to the students), and outside the classroom.
	In your minds, wat are the principal's differences between Organizational Leadership and School Leadership.
	The teacher modifies the leadership styles in front of the context and/or the moment, i.e., adjusts the type of leadership that uses facing the situation.
	Most of the teachers are capable of leadership, integrate all students and motivate to the proposed activities, why exist the need of disciplinary participation. When should exist.
THEME 3 The way we observed, we interpret and intervene in risk behavior depend on our pedagogical convictions.	How would define the environment of your school. And the capacity of communication and cooperation between teachers of the same disciplinary group and of other disciplinary groups.
	The good pedagogical relationship it is one of principal's factors we provide the protection of risk behaviors in the youngsters. How that happens?
	The bad pedagogical relationship what can provide.
	What risk behaviors that more observed in the adolescents students. Ware?
	Do you considerer that exist a gradation of risk behaviors. Which?
	An intervention (upon risk behaviors) by the teachers must exist? How should intervene.
	The school must be multicultural, integrator and participative for all students. Why then in same cases is not?
	Students who participate in the classes, that integrate scholar activities and have positive classifications in all disciplines, have less inclination for risk behaviors. If you agree why it is?
THEME 4 In what way the perceiving that we have of our body image influences, the leadership styles that we use and the perceiving that we have of our students.	The relationship between our body image and the leadership styles What is the relationship between the leadership styles and perceiving that we have of the students
	Finally, what you like to say that has not been said.

The open question about the qualities of a leader is set in table 2.

Table 2 – Open question

Question
What are the other qualities that a leader must have?

Procedures

Focus Group

We carried out two focus groups with a total of twelve teachers, with eight in the first group and four in the second group. The difference in the number of teachers in the two focus groups was due to their availability, so it was opted for the accomplishment of focus groups in these circumstances.

The first group was held on the 15th of May, 2013, and the second group on the 22nd of May, 2013, both in a middle/high school in Lisbon (Portugal).

Teachers were invited to attend via email and was requested permission to the school principal (also via email) to conduct focus groups on school premises. The selection of this school was due to the fact that the teachers invited taught in this school or in nearby schools.

During the realization of focus groups it was requested authorization, to teachers, for audio recording. The same was authorized by all. Thus, we made an audio recording and then proceeded to its transcription, followed by the treatment of the data in the software of qualitative analysis, Nvivo 10.

Open Question

There was a question of open response about leader qualities, during a questionnaire that included interrogations about how teachers observe, analyse and intervene on risk behaviours of adolescent students, how they conceive leadership, how they perceive their capacity for leadership and that of others and the level of knowledge about the leadership concept. This questionnaire occurred between May of 2012 and December of 2012, in schools nationwide in Portugal and served as the basis for the construction of the script used in focus groups.

Here too we used, in question of open response, the software of qualitative analysis Nvivo 10 for all teachers (132), to know what the ten qualities of a leader are for male teachers, for female teachers and for all of them (figures 4, 5 and 6).

Participants

Focus Group

In first group we have two males (teacher one and teacher six) and six females (teachers two, three, four, five, seven and eight). In the second group we have four female teachers (teacher nine, ten, eleven and twelve) (look for table 4).

We can observe in table 3 the distribution of mean age and standard deviation in male and female teachers, being 49 years and a std. deviation equal to 2 in males and 49.4 years and a std. deviation equal to 8.8 in females. By ages presented in table 4, we observe that all teachers have professional experience, educational qualification between the Degree (9) and Master's degree (3) and belong to various disciplines, teaching in middle school (one teacher) and middle/high school (eleven teachers).

Table 3 – Participants in focal groups, frequencies, percentages, mean and standard deviation

Sex	Numbers and percentage	Mean age	Standard Deviation
Male	2	49	2.0
	16.7%		
Female	10	49.4	8.8
	83,3%		
Total	12 (100%)	49.3	8.0

Table 4 – Participants sociodémographiques data

Teachers codification	Sex	Age	School degree of education	Discipline	Educational qualifications	Contractual relationship
Teacher 1	Male	51	Middle school	Visual arts	Degree	Effective teacher
Teacher 2	Female	38	Middle/high school	History	Degree	Hired teacher
Teacher 3	Female	64	Middle/high school	Physics and Chemistry	Degree	Effective teacher
Teacher 4	Female	41	Middle/high school	English	Master's degree	Effective teacher
Teacher 5	Female	45	Middle/high school	Computer science	Degree	Effective teacher
Teacher 6	Male	47	Middle/high school	Moral education	Degree	Effective teacher
Teacher 7	Female	56	Middle/high school	History	Master's degree	Effective teacher
Teacher 8	Female	45	Middle/high school	Biology and geology	Degree	Effective teacher

Teacher 9	Female	43	Middle/high school	Portuguese language	Degree	Effective teacher
Teacher 10	Female	62	Middle/high school	Math	Degree	Effective teacher
Teacher 11	Female	56	Middle/high school	Biology and geology	Degree	Effective teacher
Teacher 12	Female	44	Middle/high school	Portuguese language	Master's degree	Effective teacher

Open Question

In what concerns the open question we have one hundred and thirty two teachers who responded to the interrogation inserted in table 5, being thirty-six males with 46.6 mean age and 8.1 std. deviation and ninety-six females with 47.3 mean age and 8.0 std. deviation (table 5).

Table 5 – Teachers who responded to the open question, frequencies, percentages, mean and standard deviation

Sex	Numbers and percentage	Mean age	Standard Deviation
Male	36	46.6	8.1
	27.3%		
Female	96	47.3	8.0
	72.7%		
Total	132 (100%)	47.1	8.0

Results

Focus Group

After the transcription of the two focus groups it was done the codification of teachers and only then it began to qualitative analysis in Nvivo 10. The two focus groups consisted in two separate sources but were simultaneously analysed, allowing to collect a set of data more rich. On the other hand, it would not make sense to perform a separate analysis because the starting point was the same (the semi-structure script).

After the finalization of the first phase on the thematic analysis (the transcription of focus groups) the data was transferred as sources for Nvivo. Then, from a new reading of the data transcription, the initial concepts were noted in a memo (in Nvivo) and, afterwards, we began putting the sociodemographic data (in nodes classification in Nvivo), which allowed the elaboration of tables 3 and 4.

Subsequently, we began generating the initial codes (nodes in Nvivo), which encoded interesting features of the data (we made this systematically), arriving at the meeting of relevant data for each code (phase two of thematic analysis). This way we began to observe each code and joined the ones that could be part of the same theme (phase three of thematic analysis), creating a tree of nodes in Nvivo.

It was done a new analysis of the themes and codes created (tree of nodes in Nvivo) and were definitively defined and appointed the themes (principal's nodes in Nvivo) and the sub-themes (secondary nodes in Nvivo), phases four and five of thematic analysis.

The themes correspond to the categories and in Nvivo to the principal nodes. The sub-themes correspond to the sub-categories and in Nvivo to secondary nodes (figures 1 and 2 and table 6).

In figures 1 and 2 we have the themes, Relational Level and Leadership Level (the principal nodes in Nvivo) and each one has secondary nodes.

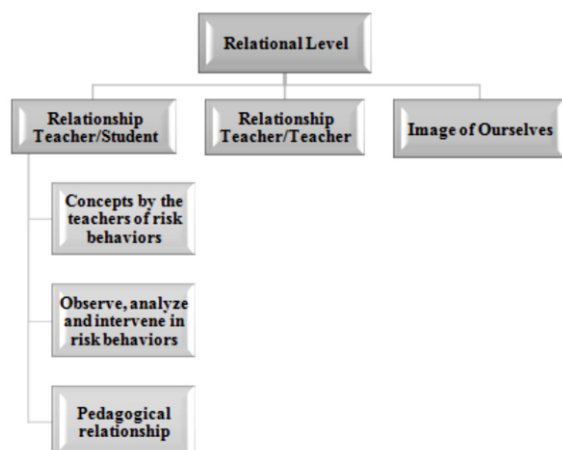


Figure 1 – Categorization of Relational Level



Figure 2 – Categorization of Leadership Level

The Relational Level has three secondary nodes, Relationship Teacher/Student, Relationship Teacher/Teacher and Image of Ourselves. Also, in the case of secondary node Relationship Teacher/Student, there are three secondary nodes that correspond, respectively, to the concepts that the teachers have on risk behaviours, how they observe them, analyse them and intervene in them and pedagogical relationship (figure 1).

The Leadership Level has four secondary nodes, Leadership Concept, Leadership Style, Leadership in Classroom, and Organizational Leadership vs School Leadership (figure 2).

In table 6 we have the opportunity to observe in detail the total three created by Nvivo 10 and adapted to a table. Thus, we found that exists an intricate tree that begins with the themes and ends with the teachers who responded to each thing.

Table 6 – Categories, sub-categories and answers

Categories (principal's nodes in Nvivo)	Sub-categories (secondary nodes in Nvivo)	Sub sub-categories (secondary nodes in Nvivo)	Answers
Relational Level	Relationship Teacher/Student	Concepts by the teachers of risk behaviors	Teacher 3
			Teacher 5
			Teacher 7
			Teacher 8
Relational Level		Observe, analyze and intervene in risk behaviors	Teacher 1
			Teacher 2
			Teacher 3
			Teacher 4
			Teacher 5
			Teacher 6
			Teacher 7
			Teacher 8
			Teacher 9
			Teacher 10
		Pedagogical relationship	Teacher 1
			Teacher 2
			Teacher 3
			Teacher 4
			Teacher 5
			Teacher 6
			Teacher 7
			Teacher 8
	Relationship Teacher/Teacher	Not exist	Teacher 1
			Teacher 2
			Teacher 3
			Teacher 4
			Teacher 5
			Teacher 7
			Teacher 8
			Teacher 9
			Teacher 11
			Teacher 12

	Image of Ourselves	Not exist	Teacher 1
			Teacher 3
			Teacher 5
			Teacher 6
			Teacher 7
			Teacher 8
			Teacher 9
			Teacher 10
			Teacher 11
			Teacher 12
Leadership Level	Leadership Concept	Not exist	Teacher 3
			Teacher 4
			Teacher 5
			Teacher 7
			Teacher 9
			Teacher 10
			Teacher 11
			Teacher 12
	Leadership Style	Not exist	Teacher 3
			Teacher 4
			Teacher 9
			Teacher 10
	Leadership in Classroom	Not exist	Teacher 7
			Teacher 9
			Teacher 11
			Teacher 12
	Organizational Leadership vs School Leadership	Not exist	Teacher 6
			Teacher 7

Therefore, in each secondary node, we have the testimonies of teachers who have spoken on this specific issue, and then following testimonies of some teachers, who are evidence of secondary nodes in two levels, relational and leadership. The teachers' voices are the most important matter to the subject in study.

Relational Level

Testimonies about Relationship Teacher/Student – concepts by the teachers of risk behaviour

"I think it might be a risky behaviour from the moment the student consciously challenges the teacher with his act. The challenge itself is not a risk behaviour, it is when it becomes a challenge of conscious act." (Teacher 7, female, 56 years old, teacher in middle/high school, teaching History, master's degree and effective teacher).

"Okay, so let me confess something, maybe I did not realize the context of risk behaviour, because I had understood risk behaviour more towards the dependencies and then the confrontation may reflect that. The confrontation itself, even if systematic, can only be the reflection of adolescent growth and it may not be considered as a risk behaviour that is more pronounced in some when compared to others, but can hide if systematic, risk behaviour." (Teacher 8, female, 45 years old, teacher in middle/high school, teaching Biology and Geology, degree and effective teacher).

Testimonies about Relationship Teacher/Student – how teachers observe, analyse and intervene in risk behaviour

"You perceive perfectly when a student enters in the classroom and already consumed, because it smells, for example, to alcohol. This behaviour reveals other things and so, what do you do? What are you doing? You cannot do anything! You cannot do anything because you have no mechanism!" (Teacher 3, female, 64 years old, teacher in middle/high school, teaching Physics and Chemistry, degree and effective teacher).

"I'm sorry, but the mechanisms also depend on the school. In the school where I am there is a mechanism that is to talk to the psychologist of Health Center and

seek help for students and parents." (Teacher 4, female, 41 years old, teacher in middle/high school, teaching English, master's degree and effective teacher).
 "We know that the answers are always insufficient for various reasons, not only as a matter of resources but also because we are again talking about relationships. We are always talking about relationships." (Teacher 6, male, 47 years old, teacher in middle school, teaching Moral Education, degree and effective teacher).

"It couldn't, shouldn't, but it happened to me as a class director, as I tried to assist the son of a responsible parent, the father. Naturally, he also thought the son needed assistance because he was very aggressive but he (the father) did not know how to intervene. This is wonderful..." (Teacher 1, male, 51 years old, teacher in middle school, teaching Visual Arts, degree and effective teacher).

Testimonies about Relationship Teacher/Student – pedagogical relationship

"My students at the classroom door know how to make a portrait of me and know how I am. It's not worth trying to clothe me of this or that because then the mask drops and they see me clearly, which is worse." (Teacher 4, female, 41 years old, teacher in middle/high school, teaching English, master's degree and effective teacher).

"Knowledge cannot be crystallized therefore we must be!" (Teacher 6, male, 47 years old, teacher in middle school, teaching Moral Education, degree and effective teacher).

"We have to be open and we have to share it!" (Teacher 5, female, 45 years old, teacher in middle/high school, teaching Computer Science, degree and effective teacher).

"It is evident that we feel more empathy with certain type of students. I often do not know if I can even hide that, probably cannot. Therefore, when I want to establish a relationship with all students, perhaps I will not be able to do so." (Teacher 3, female, 64 years old, teacher in middle/high school, teaching Physics and Chemistry, degree and effective teacher).

Testimonies about Relationship Teacher/Teacher

"If I'm with colleagues, for example, in a teachers' room, and I feel relaxed, I do not worry." (Teacher 10, female, 62 years old, teacher in middle/high school, teaching Math, degree and effective teacher).

"With my peers I have some care in the first minutes of each day until I get distracted. I have some care with the image of competence that I want to give and my self-image depends very much on the colleague with whom am I. There are, however, colleagues for whom I don't have great professional respect and, because of that, I don't put much effort on improving my image. Getting back to the first idea though, there are colleagues who I think are much more professional, much more intelligent and competent than me and so, in the first minutes, I'm more attentive, have a larger filter to myself and try not to say many nonsenses." (Teacher 4, female, 41 years old, teacher in middle/high school, teaching English, master's degree and effective teacher).

"In this regard I have a very personal position. I have said several times that I think our profession is privileged because we only talk with who we want." (Teacher 7, female, 56 years old, teacher in middle/high school, teaching History, master's degree and effective teacher).

Testimonies about Image of Ourselves

"The image of ourselves is always being constructed because she is never defined." (Teacher 6, male, 47 years old, teacher in middle/high school, teaching Moral Education, degree and effective teacher)

"I do not think our self-image has many fluctuations, because it has to do with what we feel in every moment, with our self-esteem and that depends on many factors." (Teacher 8, female, 45 years old, teacher in middle/high school, teaching Biology and Geology, degree and effective teacher)

"I think that our image has consequences, in pupils and in our colleagues, and this is a irrefutable fact that is influenced by the encounter of personalities, thus the image we have of ourselves and the image that others have of us, of course, intersect, producing effects." (Teacher 12, female, 44 years old, teacher in middle/high school, teaching Portuguese Language, master's degree and effective teacher)

Leadership Level

Testimonies about the Leadership Concept

"There is a symbol of authority that may involve authority or it may not, because what is the authority, we'll see! The Authority exists because there are always visible gags within a group to a person who is different from the others in that group, which in this case is the teacher." (Teacher 7, female, 56 years old, teacher in middle/high school, teaching History, master's degree and effective teacher).

"It's not an imposition. Otherwise, there isn't a leader, only authority." (Teacher 3, female, 64 years old, teacher in middle/high school, teaching Physics and Chemistry, degree and effective teacher).

Testimonies about Leadership Style

"But for me the leadership styles have to be seen in the field of teaching, which is a very complicated one, so I think that in our profession we are always a little like plasticine. It is true that we have the authority and leadership and it would be extremely bad if you think otherwise, but on the other hand, we (the teachers) have to give a little bit of margin for they (the students) to exist." (Teacher 7, female, 56 years old, teacher in middle/high school, teaching History, master's degree and effective teacher).

"If it is an autocratic leader, it's no longer the ideal leader!" (Teacher 11, female, 56 years old, teacher in middle/high school, teaching Biology and Geology, degree and effective teacher).

"I think that the leader is one that manages, without having to impose, brings others to proceed in a certain way and succeeds to motivate them to act in a certain way by mobilizing the others around them." (Teacher 9, female, 43 years old, teacher in middle/high school, teaching Portuguese Language, degree and effective teacher).

"In my opinion, the leader, in the broad sense of the word, is someone who assumes the government and the management. After the personal characteristics that can give you a profile of him (the leader), I can either respect him more or not respect him at all, but obey it." (Teacher 12, female, 44 years old, teacher in middle/high school, teaching Portuguese Language, master's degree and effective teacher).

Testimonies about Leadership in Classroom

"Who does disciplinary participations successively is always waiting for someone from outside to resolve this issue. Even without disciplinary participations, teachers who place continuously students in the "street", lose the effect of these measures." (Teacher 9, female, 43 years old, teacher in middle/high school, teaching Portuguese Language, degree and effective teacher).

"When the direction of school is systematically to go to the classroom, the professor loses the authority and the direction also loses the authority, because a direction out of context, obviously acts in a limited way and therefore, his constant presence, distorts the nature of the authority." (Teacher 12, female, 44 years old, teacher in middle/high school, teaching Portuguese Language, master's degree and effective teacher).

Testimonies about Organizational Leadership vs School Leadership

"There must be a conformity between the organizational leadership and the school leadership. The educational project seeks to involve this and the school has to be awake to these interests and to this phenomena." (Teacher 6, male, 47 years old, teacher in middle/high school, teaching Moral Education, degree and effective teacher).

"This issue of school leadership and organizational leadership will converge in something which is our society. We are here at school, we are trying to solve the problems, we have at our disposal mechanisms that permit the students to go forward, etc., and for this reason the mechanisms exist and we should not stop there because there is a direction that then will solve everything. This dynamic is a dynamic that has to exist as in society." (Teacher 7, female, 56 years old, teacher in middle/high school, teaching History, master's degree and effective teacher).

After sharing of the path followed, we achieved the explanatory model generated by Nvivo, which enables the clarification of the thought of the teachers, who participated in the focus groups, with reference to the problematics in study.

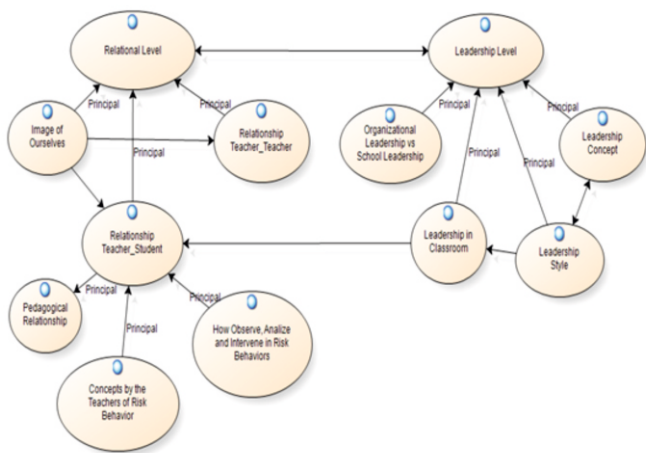


Figure 3 – Explanatory Model

We can observe by explanatory model that the relational level and the leadership level influence one another.

When we observe the model in Leadership Level we realized that the Concept of Leadership and the Leadership Style of teachers influence each other mutually. In the other hand the style of leadership is exercised in the classroom and interferes in Relationship Teacher/Student (relational level). The vision that teachers have of the Organizational Leadership and the School Leadership is that it is a part of the issues relating to leadership.

When we analyse the Relational Level we realize that the picture that each one has of himself influences the relationship, both with the students and with the other teachers. The Pedagogical Relationship is influenced by the Relationship Teacher/Student, but on the other hand the Relationship Teacher/Student is affected by the Concepts of Risk Behaviours that teachers have and by how they Observe, Analyse and Intervene on behaviour of this nature.

Open Question - Qualities of a Leader

In relation to the qualities attributed to a leader and as a way to complete the data obtained with the focus groups, this question of open response has allowed us to know the ten main qualities.

Through the use of Nvivo 10, were able to perform a query to the frequency of words which has allowed us to obtain the three clouds of words which correspond respectively to the opinion of the male teachers, female teachers and the total (figures 4, 5, 6).

Figure 4 - Ten words in order of importance, to the open question, male teachers: Capability; Humility; Competence; Understanding; Courage; Creativity; Different; Organized; Persistent; Resources.



Figure 4 – Open question cloud of words male teachers

Figure 5 - Ten words in order of importance, to the open question, female teachers: Capability; Honesty; Work; Authority; Empathy; Principles; Depute; Firmness; Humility; Intelligence.



Figure 5 – Open question cloud of words female teachers

Figure 6 - Ten words in order of importance, to the open question, male and female teachers: Capability; Honesty; Humility; Work; Authority; Competence; Empathy; Patience; Respect; Principles.



Figure 6 – Open question cloud of words total (males and females)

When we reflect on the ten words that 132 teachers mentioned to classify the qualities of a leader we realized that the capacity is essential, honesty, humility, work, authority, responsibility, empathy, patience, respect and principles. Of course that were the female teachers that most contributed to the words selected because they represent 72.7% of all participants.

Discussion/Conclusions

We will begin by referring that the themes proposed in a semi-structured script were adequate to our objectives because we were able to get two levels, the relational and the leadership, including each aspects relevant to the subject in study.

The relevance of the data was reached as advocated by different researchers referred to in this study (Otani & Barros, 2015; Braun & Clark, 2006; Fereday & Muir-Cochrane, 2006).

The mutual influence of the two levels, relational and leadership, confirm the importance for teachers of the feeling of effectiveness as motivational factor (Thoonen et al, 2011). Thus, as the concept of leadership and the leadership style are closely linked, as referred by "Authors" (2014), the self-leadership inspires better professional and emotional reactions.

On the other hand, teachers consider that there should be a consistency between organizational leadership and school leadership and that they are part of a whole society as well as their intentions (testimonies of teachers).

The relationship teacher/student is manifested in many moments of school life, particularly in the classroom, so their ability to mobilize students for learning is essential. (Goleman, Boyatzis & McKee, 2011). When teachers considered the capacity the most important word about leader qualities, we have the confirmation what many researchers say (qualities of a leader). This has also to do with the pedagogical relationship that is influenced, according to our teachers, with the relationship they establish with students, and this is interesting because as referred by Goleman, Boyatzis & McKee (2011), the relationship skills encourage the efficiency of leadership.

The images of ourselves were proved to be an essential aspect of any relationship which makes it look through the concern that teachers have regarding it (testimonies of teachers).

The way teachers observe, analyse and intervene on risk behaviour depends on the concept of risk behaviour and, in the case of our teachers, some consider that has to do with the indiscipline and others with the consumption of substances, be they alcohol or others.

Finally we would like to emphasize that this study is based on a rigorous thematic analysis that gives credibility to the data obtained, as well as to the discussions / findings.

Implications for Educational Settings

- 1 - Studies of qualitative nature are essential for a better understanding of the thought and action of teachers.
- 2 - The image that each teacher has of himself influences the way it relates to the students and with the other teachers, which consequently is determinant.
- 3 - The knowledge of the teachers with respect to aspects related to leadership allows them to achieve a better understanding of their students and their behaviours.

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